

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2025-26

Date of Board Approval

June 23, 2026

LEA Name

Ocean View School District

CDS Code:

30666130000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Ocean View School District (OVSD) uses multiple sources of data to guide decisions and ensure that all students receive the support they need to be successful, with a focus on students who may need additional academic or social-emotional support. Through ongoing engagement with parents, staff, students, and the community, the District continues to strengthen a coordinated system of support designed to respond to student needs.

This system is guided by the Local Control and Accountability Plan (LCAP) and each school's School Plan for Student Achievement (SPSA). These plans outline the programs, services, and supports provided to students in areas such as literacy, mathematics, core instruction, professional learning, family engagement, and student well-being. All students receive access to high-quality core instruction, while additional services are provided for students identified as needing more targeted support, including English learners, low-income students, foster youth, and students experiencing homelessness.

Decisions about the use of federal funds are based on student data, input from educational partners, and identified areas of need. Federal funds are used to enhance and expand services for students who require additional support. Title I funds support academic achievement and family engagement at school sites. Title II funds support professional learning for teachers and administrators to strengthen instruction. Title III funds provide additional services and support for English learners, including instructional assistance and family outreach. Title IV funds support student access to a well-rounded education and enrichment opportunities.

Each school develops and implements an SPSA aligned to the District's LCAP goals, ensuring that resources are directed to areas of greatest need. Educational partner input is a key part of this process and helps guide how services and supports are prioritized.

OVSD aligns all state and federal resources to provide consistent and coordinated services across the district. Ongoing communication with families and staff, along with regular review of student progress and feedback, supports a continuous cycle of improvement. This approach ensures that programs and services remain responsive to student needs and support positive outcomes for all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Ocean View School District is committed to providing a high-quality educational program that supports the academic, physical, social, and emotional growth of all students in partnership with parents and the community. The District's focus is on helping each student reach their full potential and preparing them for future success.

To support this work, the District uses ongoing data analysis and needs assessments to guide the goals, actions, and services outlined in the Local Control and Accountability Plan (LCAP). Student achievement remains a priority, with additional attention given to students who may need more support, including English Learners, Low-Income students, Foster Youth, Students with Disabilities, and students experiencing homelessness.

Collaboration with educational partners, including parents, staff, and students, is an important part of this process. Input is gathered through groups such as the District English Learner Advisory Committee (DELAC), School Site Councils, and English Learner Advisory Committees (ELAC). These groups help identify needs, set priorities, and inform decisions about programs and services.

Funding to support these efforts comes from a combination of state and federal sources, including Local Control Funding Formula (LCFF) base, supplemental, and concentration funds, as well as federal Title programs. These resources are coordinated to provide aligned and consistent services across all schools. Federal funds are used to enhance and expand supports, including additional services at Title I schools, professional learning for staff, and family engagement and student enrichment opportunities through Title II, Title III, and Title IV programs.

District and site leaders work together throughout the year to review progress, gather feedback, and ensure that programs and services remain aligned to LCAP goals and responsive to student needs. This ongoing collaboration supports a coordinated approach to improving student outcomes and strengthening services across the district.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Ocean View School District uses the percentage of students identified as low-income, based on eligibility for the free and reduced-price meals program, to determine poverty levels for school attendance areas. Schools are ranked by their percentage of low-income students, and those with the higher percentages than the LEA-wide average percentage are selected to receive Title I services. This process ensures that resources are directed to schools with the greatest need.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District uses multiple data sources to monitor educator equity and ensure that low-income students and minority students are not disproportionately taught by inexperienced, misassigned, or out-of-field teachers. Data reviewed includes Teacher Assignment Monitoring Outcomes (TAMO), human resources staffing reports, and site-level assignment data.

For the 2025–26 school year, the district employs 353 teachers. Of these, 4 teachers (1.1%) are assigned out-of-field, 3 teachers (0.85%) are interns, and 2 teachers (0.57%) are identified as ineffective. These rates are low and are monitored to ensure equitable distribution across all school sites.

Analysis of site-level data indicates that there are no disparities in the assignment of inexperienced, misassigned, or out-of-field teachers between Title I and non-Title I schools or among student groups, including low-income and minority students. All students have equitable access to appropriately credentialed and effective teachers.

The district also follows Board Policy 6171 regarding Comparability of Services to ensure that staffing ratios at Title I schools are comparable to those at non-Title I schools. Student-to-teacher ratios are calculated by grade span and monitored during staffing and throughout the school year as adjustments occur.

To prevent potential disparities, OVSD prioritizes strategic staffing, ongoing monitoring, and timely reassignment when needed. If a disparity were identified, the district would conduct a root cause analysis and engage educational partners in developing and implementing a plan to address the gap.

This process is reviewed annually and will continue to ensure equitable access to qualified educators for all students.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Ocean View School District will continue to seek to improve methods of communicating and engaging parents to provide information and seek input. Home-to-school connections, communications, and parent education opportunities intentionally focus on the inclusion of parents/guardians of Low Income, English Learners, Students with Disabilities, Foster Youth, and students experiencing homelessness. Parent education offerings occur at the school and District levels based on parent input and identified needs. All schools are allocated funds to support parent education in the LCAP. Additionally, Title I schools allocate one percent of Title I funds to supplement these efforts for Low Income and underperforming risk students. Ongoing stakeholder engagement occurs throughout the year through a variety of methods to identify and address parents' needs and remove barriers to involvement. Engagement methods include school and District digital and paper surveys, in-person sessions, at school events, SSCs, ELACs, DELAC, District Advisory Committee (DAC), Parent Teacher Association/Organization (PTA/O/SA/SO). To the extent practical, communication is translated into multiple languages and distributed through multiple modes of outreach. Currently, all parent communication is translated into Spanish, Vietnamese, and Arabic and Russian where applicable. Interpreters are provided for parent meetings as needed. Analysis of the effectiveness of communication is included in annual surveys.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Section 1112(b)(3): Ocean View School District includes parents and family members in the development and ongoing monitoring of school improvement efforts for identified schools. Currently, College View is identified for Targeted Support and Improvement (TSI), and Hope View is identified for Additional Targeted Support and Improvement (ATSI).

At both sites, parents are engaged through established structures such as School Site Council (SSC) and, where applicable, English Learner Advisory Committee (ELAC). These groups participate in the development, review, and revision of the School Plan for Student Achievement (SPSA), which serves as the school-level plan to address identified needs aligned with TSI and ATSI requirements.

Parents and family members are provided opportunities to review student data, including California School Dashboard indicators, local assessment data (i-Ready), and attendance and behavior data, to help identify areas of need and priorities for improvement. Input is gathered through meetings, surveys, and school events to ensure that parent perspectives are included in planning and decision-making.

In addition, the District supports these schools by providing guidance and resources to ensure meaningful parent engagement in the planning process. This includes translation of materials, interpreter services, and flexible meeting options to increase participation. Feedback from parents is incorporated into the development of targeted actions and services designed to improve outcomes for identified student groups.

This collaborative process ensures that parents and family members are active partners in the development and implementation of improvement efforts at identified schools.

Section 1112(b)(7): Ocean View School District implements a comprehensive approach to parent and family engagement aligned with ESSA Section 1116 and the LCAP educational partner engagement process. The District prioritizes meaningful involvement of all families, with a focus on including parents/guardians of low-income students, English learners, students with disabilities, foster youth, and students experiencing homelessness.

The District Parent and Family Engagement Policy (updated 2023) was developed jointly with parents and is distributed annually during student registration and shared through School Site Councils (SSC), District English Learner Advisory Committee (DELAC), and English Learner Advisory Committees (ELAC). In addition, all schools implement a Home-School Compact that outlines shared responsibility for student achievement and is reviewed annually with parent input. Title I schools also maintain a School Parent and Family Engagement Policy, which is reviewed and updated annually.

To support parents in understanding academic expectations, the District provides information through LCAP and SPSA engagement sessions, parent meetings, and school events. These opportunities include guidance on California State Standards, local and state assessments (such as CAASPP and iReady), strategies to monitor student progress, and ways to partner with educators to support student achievement.

The District and school sites provide materials and training to families to support student learning, including literacy-focused family events, workshops, and the use of educational technology. Parent education offerings are developed based on survey feedback and identified needs. Title I schools allocate required funds to support these activities.

To build staff capacity, the District provides professional learning for teachers, administrators, and support staff on the value of parent contributions and effective strategies for engaging families as partners. This includes training on communication practices, family engagement strategies, and building strong home-school connections.

Ocean View School District coordinates parent engagement efforts across programs, including preschool, special education, English learner programs, Gifted and Talented Education (GATE), and partnerships with community organizations such as the County Family Resource Center and the local high school district. This coordination ensures consistent messaging and maximizes available resources for families.

The District ensures that information related to school programs, meetings, and activities is communicated in a format and language that families can understand. Written communication is translated into multiple languages, including

Spanish, Vietnamese, Arabic, and Russian as applicable. Interpreters are provided for meetings as needed, and communication is shared through multiple platforms, including digital and print formats.

Parents are actively engaged through surveys, SSC, ELAC, DELAC, District Advisory Committee (DAC), and PTA/PTO organizations. Feedback from these groups is used to inform district decisions, including the development of the LCAP and SPSAs. This ensures alignment between ESSA parent engagement requirements and the District's broader educational partner engagement process.

The District also provides additional support for parent involvement activities based on family requests and identified needs. Flexible meeting times, varied engagement opportunities, and ongoing communication methods are used to reduce barriers to participation and increase access for all families, including those with limited English proficiency and families of students with disabilities.

Through these coordinated efforts, Ocean View School District continues to build strong partnerships with families to support student success.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Ocean View School District implements Title I programs at identified school sites to support the academic achievement of students who are at risk of not meeting state academic standards. School sites operate programs aligned to either schoolwide or targeted assistance models, depending on eligibility, and are guided by the School Plan for Student Achievement (SPSA).

Through these programs, schools provide supplemental instructional support, intervention services, and extended learning opportunities focused on improving outcomes in language arts and mathematics. Services may include small group instruction, additional academic support personnel, and evidence-based interventions aligned with the District's Multi-Tiered System of Support (MTSS). Family engagement activities are also supported to strengthen home-school partnerships and improve student achievement.

Targeted assistance programs, where applicable, focus services on identified students who demonstrate the greatest academic need, using multiple measures such as local assessments, teacher input, and state assessment data. These services are designed to address barriers to attendance and learning, accelerate learning and provide timely, targeted support.

Ocean View School District does not operate programs or reserve funds for children in local institutions for neglected or delinquent children, nor does it serve students in community day school programs for neglected or delinquent youth. Therefore, this portion is not applicable.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District identifies students for additional academic support through a comprehensive, data-informed process. Although most sites operate schoolwide programs, the District ensures that when targeted assistance is applicable, students most in need of services are identified using multiple measures.

Teachers, school leaders, and support staff collaborate to review student data, including local assessments (such as iReady), California Assessment of Student Performance and Progress (CAASPP) results, English Language Proficiency Assessments for California (ELPAC), classroom performance, and teacher recommendations. Additional input from parents and family members is considered through conferences, meetings, and ongoing communication.

Site teams, including administrators, teachers, paraprofessionals, and specialized instructional support personnel, use this data to identify students who are performing below grade-level standards and would benefit from targeted support. This process is aligned with the District's Multi-Tiered System of Support (MTSS), ensuring that students receive timely and appropriate interventions.

Student progress is monitored regularly, and services are adjusted based on ongoing data review. This collaborative and data-driven approach ensures that students with the greatest academic need are identified and provided with supplemental support to improve achievement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District provides comprehensive services to support the enrollment, attendance, and academic success of students experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act.

Students experiencing homelessness are identified during enrollment and re-registration processes, as well as through staff referrals and ongoing communication with families. These students are enrolled immediately, even if required documents are not available. School staff, including school office managers, receive training on enrollment procedures and the rights of students experiencing homelessness.

The District ensures that students experiencing homelessness have full access to educational programs and services. Students are provided the option to remain in their school of origin, and transportation is arranged when necessary to support school stability. Homeless students have access to the same standards-aligned curriculum, instructional supports, and intervention services as their peers, including services provided through the District's Multi-Tiered System of Support (MTSS).

The District Homeless Liaison works closely with families to connect them to resources and remove barriers to participation. Title I, Part A funds reserved under Section 1113(c)(3)(A) are used to provide supplemental supports such as school supplies, transportation assistance (including bus passes), and basic needs items such as hygiene supplies to support student attendance and engagement.

In addition, the District collaborates with community agencies and internal programs, including the Food and Nutrition Services Department, to ensure students experiencing homelessness have access to free meals and other essential services. Ongoing monitoring of attendance, engagement, and academic progress is conducted to ensure that students receive appropriate support and services.

Through these coordinated efforts, Ocean View School District works to remove barriers and ensure that students experiencing homelessness are fully supported in achieving academic success.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Ocean View School District does not use Title I, Part A funds to operate preschool programs; however, the District coordinates with early childhood education programs to support successful transitions into elementary school.

The District provides Transitional Kindergarten (TK) and collaborates with local preschool and early learning providers to support student readiness. Transition activities include opportunities for families to participate in school orientation events, kindergarten readiness activities, and informational meetings designed to support a smooth transition into the elementary school setting.

Families are provided with information about enrollment, school expectations, and available supports. Communication is shared through multiple platforms and, when needed, translated into languages understood by families. School staff work to build early connections with students and families to support engagement and readiness.

In addition, the District aligns early learning expectations with kindergarten standards and provides professional collaboration opportunities for staff to support continuity of instruction. These coordinated efforts help ensure that students enter elementary school prepared for academic success.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District supports effective transitions from middle school to high school through ongoing coordination with the Huntington Beach Union High School District (HBUHSD) and other local partners. Articulation between districts occurs throughout the school year to align curriculum, instructional practices, and college and career readiness expectations. This collaboration includes the review of student data and assessments to support appropriate course placement and ensure a smooth academic transition.

Students and families are provided with information to support the transition to high school through events such as High School Parent Nights hosted by HBUHSD. These events include information on graduation requirements, A–G requirements, college and career pathways, specialized programs, and available student supports. OVSD works closely with high school partners to communicate this information and ensure families are informed and prepared.

In addition, OVSD prepares students for future college and career opportunities by providing a well-rounded middle school program that includes electives, career exploration activities, and opportunities to develop skills aligned with student interests. School counselors and staff support students in identifying strengths and preparing for high school expectations.

For students receiving special education services, transition planning is supported through Individualized Education Program (IEP) processes, including articulation between middle school and high school staff to ensure continuity of services.

While dual enrollment and early college opportunities are offered at the high school level, OVSD collaborates with secondary partners to ensure students are prepared to access these opportunities upon entering high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District uses Title I, Part A funds to provide supplemental services that support the academic and social-emotional needs of students, particularly those identified as low-income or at risk of not meeting state standards. Title I funds are used to support centralized services, including a Licensed Clinical Social Worker (LCSW), who provides direct support to students at Title I school sites. Services focus on helping students develop skills related to self-management, goal setting, relationship building, and responsible decision-making, which contribute to improved engagement and academic success.

In addition, Title I funds support professional development for teachers and staff, with a focus on strengthening instructional practices to meet the needs of underperforming students. Professional learning emphasizes the implementation of Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), and effective literacy practices, including writing across the content areas. These efforts are aligned with district priorities identified through data analysis and educational partner input.

While Title I funds are not centrally allocated for Gifted and Talented Education (GATE) programs, the District supports advanced learners through GATE services and enrichment opportunities funded through state and local resources. At the school site level, Title I funds may be used to enhance library collections and instructional resources, including books and materials that support literacy development, research skills, and digital literacy. These resources contribute to increased student access to high-quality texts and support academic achievement across content areas.

Through the strategic use of Title I funds in combination with other resources, the District ensures a comprehensive approach to meeting the diverse academic and social-emotional needs of all students.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs for neglected or delinquent children under this part. Therefore, this section is not applicable.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs in coordination with correctional facilities or alternative school programs serving youth involved in the juvenile justice system. Therefore, no formal agreements exist, and this section is not applicable.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate or coordinate with facilities serving delinquent children and youth. Therefore, the District does not have programs requiring coordination to ensure comparable educational services, and this section is not applicable.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students returning from correctional facilities. Therefore, the District does not implement specific transition programs under this section, and this provision is not applicable.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students returning from correctional facilities. Therefore, the District does not serve students under this provision, and this section is not applicable.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students returning from correctional facilities or participating in programs under this section. Therefore, the District does not coordinate services under this provision, and this section is not applicable.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students returning from correctional facilities. Therefore, the District does not maintain partnerships under this provision, and this section is not applicable.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students returning from correctional facilities. Therefore, the District does not implement parent and family involvement activities under this provision, and this section is not applicable.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs under this subpart serving at-risk youth involved in the juvenile justice system. Therefore, the District does not coordinate services under this provision, and this section is not applicable.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students returning from correctional facilities. Therefore, the District does not coordinate with probation officers under this provision, and this section is not applicable.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students in correctional facilities. Therefore, the District does not coordinate with such facilities regarding individualized education programs under this provision, and this section is not applicable.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District does not receive Title I, Part D funding and does not operate programs serving students under this subpart. Therefore, the District does not implement alternative placement programs under this provision, and this section is not applicable.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Ocean View School District implements a comprehensive system of professional growth and improvement designed to build the capacity of teachers, principals, and other school leaders in alignment with district goals, student needs, and the Local Control and Accountability Plan (LCAP). Professional learning is grounded in data analysis, educational partner input, and continuous improvement practices.

System of Professional Growth and Improvement

Teachers:

Teachers participate in ongoing, differentiated professional learning through districtwide professional development days, site-based collaboration, instructional coaching, and data analysis cycles. The District provides structured professional learning aligned to key instructional priorities, including literacy, writing, Universal Design for Learning (UDL), English Language Development (ELD), and Multi-Tiered System of Support (MTSS).

The district's Instructional Leadership Council (ILC), composed of teachers, the Director of Teaching and Learning, and program specialists, collaborates to design and organize districtwide professional development days. This structure ensures that professional learning is aligned to student needs, staff feedback, and district priorities, including support for Long-Term English Learners and Students with Disabilities. Professional development opportunities are designed to be choice-based and responsive to grade span and role. For example, districtwide professional learning days include targeted sessions such as:

Data-driven instruction using tools such as iReady, Amira and Aeries Analytics
Foundational and advanced phonics instruction (UFLI, morphology, and word study)
Strategies to support multilingual learners and students with disabilities
Classroom management, behavior supports, and student engagement strategies
Integration of technology and artificial intelligence to support instruction and planning
Social-emotional learning and wellness practices to support both students and staff

Sessions are differentiated by grade span (preschool through middle school) and role, ensuring relevance and immediate application to classroom practice. Teachers engage in active learning through modeling, collaboration, and reflection, with a focus on applying new strategies to improve student outcomes.

Opportunities for teacher leadership are embedded through facilitation of professional learning, participation in collaborative teams, and leading site-based initiatives.

Principals and School Leaders:

Principals and site administrators participate in ongoing leadership development through monthly leadership meetings, coaching, and targeted professional learning. Focus areas include instructional leadership, data analysis, MTSS implementation, and school climate.

Leadership development is aligned with district priorities and includes training on supporting effective instruction, analyzing student data, and strengthening family engagement practices. For example, leadership and staff participate in professional learning focused on family engagement as an instructional strategy and strengthening partnerships with families to support student success.

Principals also engage in classroom walkthroughs, progress monitoring, and collaboration with district leadership to ensure alignment between site plans (SPSAs) and the LCAP.

Other School Leaders and Staff:

Other leaders, including curriculum specialists, instructional coaches, program specialists, and classified staff, participate in targeted professional development aligned to their roles. This includes training in:

- Supporting students with disabilities and specialized instructional programs
- Behavior intervention and student support strategies
- Effective communication and family engagement practices
- Emergency response and student safety

Differentiated sessions are provided for specialized roles, including speech-language pathologists, instructional assistants, and extensive support needs staff, ensuring all employees are supported in their professional growth.

Promoting Growth and Measuring Improvement

Professional growth is supported through a continuous cycle of training, implementation, reflection, and evaluation. The District measures effectiveness using multiple data sources, including:

- Student achievement data (CAASPP, iReady, ELPAC, Interim Assessments)
- Data dashboards and analytics tools to monitor student progress
- Classroom observations and walkthroughs
- Participant feedback and exit surveys from professional learning

Professional learning sessions consistently include opportunities for application and reflection, and feedback is used to refine future training.

Support Across Career Stages

The District provides support across all stages of an educator's career:

- Beginning educators receive onboarding support, mentoring, and structured collaboration opportunities
- Experienced educators deepen instructional practice through advanced professional learning and data analysis
- Emerging leaders are provided opportunities to facilitate professional development, lead initiatives, and contribute to districtwide planning

The District's Partnership with Administration and Labor (PAL) framework supports collaboration, shared leadership, and collective responsibility across all employee groups.

Continuous Improvement and Evaluation of Systems

The District regularly evaluates its professional development system through analysis of student outcomes, participant feedback, and alignment to district priorities. Professional development plans are developed through collaboration with educational partners and are adjusted based on identified needs and effectiveness.

The District Professional Development Plan ensures alignment between the LCAP, School Plans for Student Achievement (SPSAs), and the Every Student Succeeds Act (ESSA) requirements. Title II funds are used to supplement professional learning opportunities, particularly in areas supporting student groups with identified needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District prioritizes the use of Title II, Part A funds to strengthen instructional capacity and improve student outcomes, particularly for schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and those serving the highest percentages of students identified under Section 1124(c). Funding decisions are grounded in data analysis, aligned to the Local Control and Accountability Plan (LCAP), and responsive to identified student and staff needs.

1. Process for Determining Title II, Part A Funding

The District uses a collaborative and data-informed process to determine the allocation of Title II funds across schools and programs. A District Professional Development Plan guides teaching and learning priorities and is developed through analysis of multiple data sources, including student achievement data, subgroup performance, and educational partner input.

Title II funds are primarily allocated to:

Districtwide professional development aligned to identified instructional priorities
Site-based professional learning aligned to School Plan for Student Achievement (SPSA) goals
Capacity-building for teacher leaders and instructional staff

In addition, Title II funds support staffing that directly contributes to professional learning and instructional improvement. For example:

One Curriculum Specialist position is partially funded through Title II and supports districtwide professional development, including curriculum days, instructional strategies, and teacher capacity building, including coordination of GATE training. A second Curriculum Specialist position is partially funded through Title II and provides support for professional learning with a focus on English Learners and overall instructional improvement.

The Assistant Superintendent of Educational Services is partially funded through Title II and provides leadership in aligning professional development, instructional programs, and district initiatives.

The Coordinator of Early Learning and Teaching and Learning is partially funded through Title II and supports professional learning and coordination of services for private schools receiving equitable services under Title II.

These positions ensure that Title II funds are used strategically to deliver high-quality, coherent professional learning aligned to district priorities and the needs of schools and student groups.

2. Determining Funding to Prioritize CSI, TSI, and High-Need Schools

The District prioritizes funding based on student need, with particular attention to:

Schools identified for CSI and TSI
Schools with the highest percentages of low-income students (Section 1124(c))

Schools with identified achievement gaps among student subgroups

Site-level needs are identified through SPSAs, which align with the LCAP and include specific goals, actions, and metrics focused on improving outcomes for underserved student groups. Schools with greater need receive additional support through:

Targeted professional development aligned to identified areas of growth
Increased access to instructional coaching and support from Curriculum Specialists
Additional resources to strengthen implementation of evidence-based strategies

Title II funds are used to supplement these efforts by providing focused training on strategies to support academically underperforming students, English Learners, and students requiring behavioral support.

3. Ensuring Priority in Funding Decisions

CSI and TSI schools, along with schools serving the highest percentages of students identified under Section 1124(c), are prioritized in Title II funding decisions through differentiated levels of support and access to resources.

This prioritization includes:

Focused professional learning opportunities tailored to site-specific needs
Increased support from district instructional leaders and Curriculum Specialists
Emphasis on building site-based teacher leadership to sustain improvement efforts
Alignment of districtwide professional development offerings to address identified areas of need

Professional learning is designed to strengthen Tier 1 instruction, intervention strategies, and inclusive practices to improve outcomes for all student groups.

Private School Consultation

The District conducts meaningful consultation with local private schools on an annual basis and maintains ongoing communication throughout the year. Consultation includes discussions on data, needs assessment, program design, equitable services, funding, and evaluation of outcomes to ensure Title II services are responsive and effective.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)

- d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Ocean View School District uses data and ongoing consultation to continuously improve activities supported under Title II, Part A. These efforts are aligned with the Local Control and Accountability Plan (LCAP), School Plans for Student Achievement (SPSAs), and other state and federal programs to ensure a coordinated and effective approach to improving instruction and student outcomes.

Coordination of Title II Activities

Title II-funded activities are coordinated with other district initiatives and funding sources, including LCAP actions, Title I, Title III, and Title IV programs. Professional development priorities are aligned across programs to support key district initiatives such as literacy, English Language Development (ELD), Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), and student engagement strategies. This coordination ensures consistency in implementation and maximizes the impact of all available resources.

Use of Data for Continuous Improvement

The District uses multiple data sources to inform, monitor, and refine professional development activities. These include:
Student achievement data (CAASPP, iReady, ELPAC, Interim Assessments)
Attendance, behavior, and engagement data
SPSA goal monitoring and progress reports
Classroom observations and instructional walkthroughs
Professional development feedback surveys and evaluations

Professional learning is continuously updated based on this data. For example, following each districtwide professional development day, participants complete surveys to provide feedback on effectiveness, relevance, and future needs. This feedback is analyzed and used to refine future training and adjust instructional priorities.

Ongoing Consultation to Improve Title II Activities

The District engages in ongoing consultation with educational partners to plan, implement, and refine professional development. Collaboration occurs before, during, and after professional learning activities.

This includes:

Collaboration with instructional coaches and district leaders to design and reflect on professional development
Joint planning and consultation with certificated and classified bargaining units to inform professional learning priorities
Site-level collaboration through SPSA development and review processes to align professional development with site-specific needs
Data Monitoring and Frequency

Data is reviewed on an ongoing basis at both the district and site levels. Student performance and program effectiveness data are analyzed regularly throughout the year, including during professional learning communities, leadership meetings, and SPSA monitoring cycles. Professional development feedback is collected after each training session and reviewed to guide immediate and long-term improvements.

Educational Partner Consultation

The District meaningfully consults with a broad range of educational partners to ensure Title II-funded activities are responsive and effective:

Teachers: Provide input through surveys, professional learning feedback, and participation in collaborative teams
Principals and school leaders: Engage in leadership meetings, data reviews, planning sessions, and professional development

Paraprofessionals: Participate in targeted professional development and provide feedback on training needs

Specialized instructional support personnel: Contribute through collaboration and participation in role-specific training

The district's Instructional Leadership Council (ILC), composed of teachers, the Director of Teaching and Learning, and curriculum specialists, collaborates to design and organize districtwide professional development days. This structure ensures that professional learning is aligned to student needs, staff feedback, and district priorities, including support for Long-Term English Learners and Students with Disabilities.

Parents: Provide input through LCAP engagement sessions, surveys, and advisory committees

Community partners and organizations: Support professional learning through training, resources, and expertise (e.g., county office partnerships)

(Charter school consultation is not applicable to OVSD, as the District does not authorize charter schools.)

Frequency of Consultation

Consultation occurs on a continuous basis throughout the year, including:

Annual and ongoing LCAP engagement processes

Regular leadership and collaboration meetings

Ongoing SPSA development and monitoring cycles

Professional development planning and reflection cycles

Feedback collected after each professional learning session

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District provides effective, ongoing professional development for teachers, principals, and other staff to improve instruction and outcomes for English learners. Title III-funded professional development is aligned with the District's comprehensive system of professional learning and is designed to improve both English language proficiency and access to rigorous academic content.

Professional development for English learners focuses on strengthening instruction and assessment practices through training, modeling, coaching, collaboration, and data analysis. Key areas of focus include:

Integrated and Designated English Language Development (ELD) across all content areas
Strategies to support language acquisition while maintaining grade-level rigor
Use of assessment data (including ELPAC and local measures) to inform instruction
Differentiated instructional strategies to meet the needs of English learners at varying proficiency levels

Professional learning is designed to enhance the ability of teachers, principals, and other school leaders to implement effective curricula, instructional strategies, and assessment practices that support English learners. These efforts are aligned to the District's LCAP, School Plans for Student Achievement (SPSAs), and the California English Learner Roadmap.

To ensure effectiveness and lasting impact, professional development is ongoing and sustained over time through coaching, professional learning communities, collaborative planning, and follow-up support. This approach moves beyond one-time training and provides staff with opportunities to implement strategies, reflect on practice, and refine instruction based on student outcomes.

The District uses multiple data sources to evaluate the effectiveness of professional development and guide continuous improvement. These include:

English Language Proficiency Assessments for California (ELPAC)
CAASPP and local assessment data
Classroom observations and instructional walkthroughs
Feedback from professional development sessions

Data indicates that while English learners are making progress in English language development, continued focus is needed to strengthen achievement in academic content areas. As a result, professional development prioritizes building teacher capacity to deliver rigorous instruction that integrates language development with content learning.

Professional development is evaluated through participant feedback, reflection, and analysis of student outcomes. Based on this evaluation, training is refined to better meet the needs of English learners and the staff who serve them.

Title III-funded activities are supplemental to other funding sources and are specifically designed to address the unique needs of English learners. Additional support is provided through staff such as bilingual instructional assistants who help facilitate communication, access to instruction, and family engagement for English learner students and their families.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District provides enhanced instructional opportunities for immigrant children and youth through supplemental services designed to support their academic success and transition to the U.S. educational system. These services are developed through educational partner engagement and informed by ongoing analysis of student data, including languages represented, length of time in the United States, and academic performance.

Based on identified needs, the District provides targeted supports beyond the core instructional program using Title III funds. These enhanced instructional opportunities may include:

Bilingual parent liaisons to support access to instruction and communication
Supplemental instructional materials that promote oral language development, vocabulary acquisition, and comprehension
Technology-based resources to support language development and academic learning
Instructional supports that build foundational skills in English while maintaining access to grade-level content

These services are designed to support immigrant students in developing English language proficiency, building foundational academic skills, and successfully accessing the core curriculum. In addition, supports focus on helping students adjust to the U.S. school system and develop the skills necessary for full participation in academic and school community settings.

All services provided under this section are supplemental to other funding sources and are specifically designed to meet the unique needs of immigrant children and youth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and

- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District implements effective programs and activities under Title III to support English learners in increasing English language proficiency and meeting challenging State academic standards. These programs are aligned with the Local Control and Accountability Plan (LCAP) and School Plans for Student Achievement (SPSAs) and are informed by ongoing data analysis and educational partner input.

The District provides a comprehensive language instruction educational program that includes both Designated and Integrated English Language Development (ELD). Designated ELD provides targeted instruction based on students' English proficiency levels, while Integrated ELD ensures that language development is embedded across all content areas. These programs are designed to support English learners in developing both academic language and content knowledge.

Title III-funded activities enhance the core instructional program and are supplemental to other funding sources. These activities include:

Additional instructional support through bilingual instructional assistants to support language development and access to grade-level content.

Supplemental instructional materials and resources to strengthen English language acquisition and academic achievement.

Targeted supports for specific English learner groups, including Newcomer students, Long-Term English Learners, and students identified as underperforming.

Professional development and coaching for staff to support effective instructional strategies for English learners.

Programs and services are designed to meet the diverse needs of English learners and support their progress toward reclassification. The District monitors student progress using multiple data sources, including the English Language Proficiency Assessments for California (ELPAC), CAASPP, California Dashboard indicators, iReady, reclassification rates, and classroom performance.

Educational partner consultation is an integral part of program development and implementation. Input is gathered through LCAP engagement sessions, advisory committees, and ongoing communication with families, teachers, and staff. This feedback informs the development, implementation, and refinement of Title III programs and services.

The District maintains a continuous improvement cycle that includes planning, implementation, monitoring, and evaluation of programs. Based on data and feedback, services are adjusted to better meet the needs of English learners and ensure sustained progress in both English language development and academic achievement.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District ensures that schools receiving Title III funds support English learners in achieving English language proficiency and meeting State academic standards through a system of accountability, data monitoring, and targeted supplemental supports.

Each school develops a School Plan for Student Achievement (SPSA) aligned to the District's Local Control and Accountability Plan (LCAP). SPSAs include specific goals, actions, and measurable outcomes for English learners, including targets for English language acquisition and academic achievement. Schools are held accountable for progress through ongoing monitoring of these goals, with regular review at both the site and district levels. Progress is shared with educational partners and used to inform adjustments to instruction and support.

The District uses multiple data sources to monitor English learner progress, including:

- English Language Proficiency Assessments for California (ELPAC)
- CAASPP results
- California Dashboard indicators
- iReady diagnostic assessments (administered three times per year)
- Reclassification rates
- Classroom performance and grades

Site and district teams analyze this data regularly to evaluate progress toward English proficiency and academic standards. Schools not meeting expected progress engage in additional review and refinement of strategies to better support English learners.

To support student success, schools implement supplemental Title III-funded activities that enhance the core instructional program. These include:

- Additional instructional support from bilingual instructional assistants to support language development and access to grade-level content
- Supplemental materials and resources aligned to English Language Development (ELD) instruction
- Targeted support for specific English learner groups, including Newcomer students, Long-Term English Learners, and students identified as underperforming
- Additional opportunities for language development and academic support beyond the core program

Instruction for English learners includes both Designated and Integrated ELD, ensuring that students receive targeted language instruction while also developing academic language across content areas.

The District maintains a continuous improvement cycle in which data, educational partner input, and program evaluation are used to refine services and supports. Particular attention is given to identified areas of need, including improving outcomes for Long-Term English Learners. Through this process, schools are supported and held accountable for ensuring English learners make progress toward English proficiency and achieve success in meeting State academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District uses Title IV, Part A funds to support a well-rounded education, safe and healthy students, and the effective use of technology. Activities and programming are informed by a comprehensive needs assessment conducted at least once every three years, as well as ongoing data analysis and educational partner consultation.

Well-Rounded Education (Section 4107)

Title IV funds support a well-rounded education by providing enrichment opportunities and expanding access to programs that support student engagement and achievement. This includes support for instructional programs such as Gifted and Talented Education (GATE), visual and performing arts (VAPA), and other enrichment opportunities aligned to student interests and needs. A portion of Title IV funds supports staffing, including a Curriculum Specialist, who coordinates curriculum development, professional learning, and enrichment programming to strengthen instructional practices and student outcomes.

Safe and Healthy Students (Section 4108)

Title IV funds are used to support programs and services that promote safe, inclusive, and supportive learning environments. These activities include social-emotional learning, behavior supports, and wellness initiatives that address student engagement and well-being. Professional development is provided to staff to strengthen their ability to support positive school climates, student behavior, and mental health needs.

Effective Use of Technology (Section 4109)

A portion of Title IV funds is used to support the effective integration of technology into instruction. This includes professional development for teachers on the use of digital tools, Artificial Intelligence (AI), and technology to enhance student learning, engagement, and differentiation. Technology use is focused on improving instruction and supporting student achievement, and any purchases align with allowable use requirements.

Partnerships and Consultation

The District collaborates with a variety of partners to support implementation of Title IV activities, including the Orange County Department of Education and other organizations that provide expertise in professional learning, instructional strategies, and student support services. In addition, meaningful consultation occurs with local private schools to ensure equitable services in the areas of well-rounded education, safe and healthy students, and effective use of technology.

Program Objectives, Outcomes, and Evaluation

The objectives of Title IV-funded activities are to increase student engagement, improve school climate, and enhance instructional practices to support academic achievement. The District evaluates the effectiveness of these activities through:

Student achievement and engagement data

School climate and behavior data

Feedback from professional development and stakeholder surveys

Ongoing review of LCAP and SPSA goals

Data is reviewed regularly to assess progress and inform adjustments. Through this continuous improvement process, Title IV activities are refined to better meet the needs of students and staff.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Ocean View School District (OVSD) uses multiple data sources and indicators to examine needs for improvement in well-rounded education opportunities as part of its Title IV, Part A needs assessment process. This process is conducted at least once every three years and is supplemented by annual data reviews to ensure continuous alignment with student needs.

The District analyzes a variety of data points, including:

State assessment data (CAASPP) and local assessment data (i-Ready)

English learner performance data, including ELPAC and reclassification rates

Student, parent, and staff survey data related to school climate, engagement, and connectedness

Attendance, behavior, and engagement data

Site-based program audits and reviews of enrichment offerings

These data sources are reviewed by the District Leadership Team and site leaders to identify trends, gaps, and areas for improvement, with a focus on equitable access for all students, particularly English Learners, Low-Income students, and other student groups.

Analysis of the 2024–25 and 2025-26 data identified several key areas of need. Academic data indicates ongoing challenges in foundational literacy and mathematics, including writing development, phonics, vocabulary, reading comprehension of informational text, and number sense. English Learners and Low-Income students continue to perform below district averages in both English language arts and mathematics.

Survey data related to school climate and engagement indicates that while students generally feel safe, a significant number report limited connection to their school community and a lack of meaningful opportunities to contribute their voice. Parent feedback reflects similar concerns regarding student engagement and perceptions of academic progress.

In addition, a review of site-based programs identified variability in access to well-rounded educational opportunities. While some schools offer programs such as STEAM, Visual and Performing Arts (VAPA), and Dual Language Immersion, access to these enrichment opportunities is not consistent across all sites.

Based on these findings, the District has identified a need to expand and strengthen well-rounded educational opportunities that increase student engagement, promote connectedness, and support academic achievement. Title IV, Part A funds will be used to address these needs by expanding the GATE program, enrichment programs, increasing access to visual and performing arts and other engaging learning experiences, and strengthening instructional practices that connect academic content to student interests and real-world applications.

These efforts are aligned with the District's Local Control and Accountability Plan (LCAP) and are designed to ensure equitable access to high-quality, engaging educational opportunities for all students.

What activities will be included within the support for a well-rounded education?

Based on districtwide data analysis and program review, Ocean View School District will use Title IV, Part A funds to expand access to well-rounded educational opportunities through a combination of academic, enrichment, and student leadership activities. These activities are designed to address identified needs in academic performance, student engagement, and equitable access to specialized programs.

A primary activity supported through Title IV funding is the implementation of the Advancement Via Individual Determination (AVID) program at the middle school level. AVID promotes college and career readiness through inquiry-based instruction, organizational skill development, and structured opportunities for student voice and leadership. The program will initially be implemented at Vista View and made accessible to all eligible middle school students through the district's open enrollment process, supporting equitable access.

Title IV funds will also support a District Program Specialist who will provide coaching, implementation support, and professional development aligned to well-rounded education priorities. This includes:

- Supporting the implementation and expansion of AVID
- Coordinating and strengthening Gifted and Talented Education (GATE) programming
- Supporting early learning initiatives in transitional kindergarten
- Leading professional development including, writing across content areas
- Supporting the integration of technology, including artificial intelligence (AI), to enhance instruction

In addition, the District will expand opportunities for student engagement through activities that promote student voice, elective choices, leadership, and connection to school. These opportunities align with AVID practices and support increased student participation, motivation, and sense of belonging.

Through these activities, Ocean View School District will increase access to engaging, meaningful learning experiences that support both academic achievement and student engagement, ensuring students are prepared for success in school and beyond.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Ocean View School District will evaluate the effectiveness of Title IV, Part A-funded well-rounded education activities through multiple measures of academic progress, student engagement, and stakeholder feedback. These indicators will be used to guide continuous improvement and inform future program planning.

Academic Performance will be measured using iReady Diagnostic assessments in reading and mathematics. Districtwide and site-level data will be analyzed to monitor student growth over time, identify achievement gaps, and evaluate the impact of instructional initiatives, including AVID implementation, early learning supports, and writing across content areas.

Student Engagement and School Climate will be monitored using the Ocean View School District Student Climate Survey. Data related to student motivation, school connectedness, voice, and leadership opportunities will be reviewed to determine the effectiveness of efforts to increase student engagement and participation.

Parent Perceptions will be evaluated through the annual OVSD Parent Survey, LCAP Parent Survey, Title 1 Annual Parent Survey, and ELAC Survey. Key indicators include parent perceptions of instructional quality, student learning, and overall school experience. These data provide insight into how well programs are supporting student success from the family perspective.

Data from these sources will be reviewed annually as part of the District's continuous improvement cycle. The Educational Services team will analyze results in collaboration with site administrators to assess the effectiveness of current strategies and determine necessary adjustments, including refinement, expansion, or reallocation of Title IV-funded activities.

This process ensures that Title IV, Part A programs remain responsive to student needs and aligned with district goals for academic achievement, student engagement, and equitable access to well-rounded educational opportunities.

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To examine needs for improvement related to safe and healthy students, Ocean View School District uses multiple indicators aligned with Local Control and Accountability Plan (LCAP) priorities and Differentiated Assistance findings. These data sources focus on student well-being, engagement, attendance, and behavior.

Key indicators reviewed include:

California School Dashboard data (chronic absenteeism and suspension rates)

Student Climate Survey results

LCAP and OVSD Parent Survey data

Disaggregated data by student group (English Learners, Foster Youth, Students with Disabilities, and Low-Income students)

Absenteeism

Chronic absenteeism remains an area of focus. According to the California School Dashboard, overall chronic absenteeism decreased from 14.4% in 2022–23 to 11.7% in 2023–24, and maintained 11.8% in 2024-25. While this reflects improvement, several student groups, including English Learners, Foster Youth, Students with Disabilities, and Low-Income students, continue to experience higher rates than the district average. Attendance remains a critical indicator, as it is closely connected to student engagement, academic performance, and overall well-being.

Culture and Climate

Student Climate Survey data indicates a need to strengthen student well-being and school connectedness. While most students report feeling physically safe, a notable percentage report challenges related to engagement and emotional wellness. Approximately 24% of elementary students and 45% of middle school students report not feeling happy at school. Additionally, 20% of middle school students indicate they do not have a trusted adult on campus.

Parent survey data presents a different perspective, with only 9% of parents indicating their child does not enjoy school. This difference highlights the importance of elevating student voice and ensuring that student experiences are reflected in planning and support systems.

Discipline

Suspension data from the California School Dashboard shows improvement, decreasing from 2.0% in 2022–23 to 1.3% in 2023–24 and again declined to 1.3% in 2024-25. The District continues to monitor discipline data by student group to ensure equitable practices. Foster Youth and Students with Disabilities have historically experienced higher suspension rates, and ongoing efforts focus on strengthening preventive supports, including Tier 1 behavior strategies and restorative practices.

Summary of Identified Needs

Through this data analysis, Ocean View School District identified key areas for continued improvement:

Increasing student engagement and sense of belonging

Improving student emotional well-being and access to support

Reducing chronic absenteeism, particularly among student groups

Ensuring equitable and supportive discipline practices

These indicators and findings will guide the planning and implementation of Title IV, Part A activities to support safe, healthy, and inclusive learning environments for all students.

What activities will be included within the support for safety and health of students?

Based on analysis of attendance, discipline, and school climate data, Ocean View School District will implement activities that promote safe, inclusive, and supportive school environments. While suspension rates and chronic absenteeism have improved, student survey data indicate a continued need to strengthen emotional well-being, student engagement, and connection to school, particularly in upper elementary and middle grades.

To address these needs, the District will implement activities that focus on student connectedness, social-emotional well-being, and positive school climate.

A primary activity supported through Title IV, Part A funding is the implementation of the Advancement Via Individual Determination (AVID) program at the middle school level. AVID supports safe and healthy school environments by fostering strong relationships, student voice, goal-setting, and a sense of belonging. Through structured collaboration, inquiry-based learning, and leadership opportunities, students build confidence, engagement, and connection to their school community.

Title IV funds will also support a curriculum specialist who provides coaching and implementation support to site leaders and staff. This role focuses on strengthening student-centered instructional practices and promoting inclusive learning environments. The Program Specialist supports initiatives that contribute to student well-being and engagement, including:

- Expanding opportunities for student voice, leadership, and community involvement
- Supporting early learning programs to build strong foundations for student success
- Coordinating Gifted and Talented Education (GATE) to ensure inclusive access to enrichment
- Supporting instructional practices, including writing across content areas, that allow students to express identity and build confidence
- Supporting the integration of technology to enhance engagement and access

In addition, school sites will continue to implement Tier 1 supports aligned to the District's Multi-Tiered System of Support (MTSS), including strategies that promote positive behavior, inclusive practices, and strong relationships between students and staff. These efforts are designed to reduce absenteeism, improve student engagement, and ensure equitable access to supportive school environments.

Title IV-funded activities will be focused on grade levels and student groups where data indicate the greatest need, particularly in upper elementary and middle school. Through these efforts, the District aims to increase students' sense of belonging, improve emotional well-being, and create safe and supportive learning environments that contribute to both academic success and overall student wellness.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Ocean View School District will evaluate the effectiveness of Title IV, Part A-funded activities for safe and healthy students using multiple measures related to attendance, behavior, school climate, and stakeholder feedback. These indicators will be used to assess progress and guide future program planning.

Attendance will be monitored using CALPADS-reported data, with a focus on chronic absenteeism and overall attendance trends. The District will track the percentage of students within key attendance bands to evaluate the impact of engagement and connectedness strategies:

- 5% or less days absent
- 5% to 10% days absent
- 10% to 20% days absent
- More than 20% days absent

Discipline will be evaluated annually using CALPADS suspension and expulsion data. Trends in both in-school and out-of-school suspensions will be reviewed to determine the effectiveness of strategies aimed at improving student behavior, strengthening relationships, and ensuring equitable discipline practices across student groups.

School Climate and Student Well-Being will be assessed using multiple measures, including:

OVSD Student Climate Survey: Items related to school connectedness, emotional well-being, access to trusted adults, and opportunities for student voice and leadership.

LCAP Parent Survey: Items related to perceptions of student safety, emotional well-being, and overall school experience.

In addition, the District will monitor participation and access data for programs such as AVID and other engagement-focused initiatives to ensure equitable access for all student groups, including English Learners, Low-Income students, Foster Youth, and Students with Disabilities.

These data sources will be reviewed annually as part of the District's continuous improvement cycle. The Educational Services team will analyze results in collaboration with site administrators to evaluate the effectiveness of current strategies and determine necessary adjustments, including refinement, expansion, or reallocation of Title IV-funded activities.

This ongoing evaluation process ensures that Title IV, Part A efforts remain responsive to student needs and continue to support safe, inclusive, and supportive learning environments aligned with district goals for student well-being, engagement, and equity.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To examine needs for improvement related to the effective use of technology, Ocean View School District reviewed multiple data sources aligned to student engagement, instructional practices, and perceptions of learning quality. These indicators are used to guide planning and implementation of technology-related activities under Title IV, Part A.

Key data sources include:

Student Climate Survey results related to engagement, relevance of instruction, and opportunities for student voice.
LCAP and OVSD Parent Survey data reflecting perceptions of instructional quality and student learning experiences.
Chronic absenteeism data from the California School Dashboard.
Feedback from professional development and instructional staff regarding technology integration and instructional practices.
Student Engagement and Instructional Relevance.

Student Climate Survey data indicates that engagement in classroom learning remains an area of need, particularly in upper elementary and middle school grades. A significant number of students report that instructional activities are not consistently meaningful or engaging. Students also report limited opportunities for active participation and voice, which impacts motivation and overall connection to learning.

These findings highlight the need to strengthen the use of technology as a tool to support interactive, student-centered instruction, including opportunities for collaboration, inquiry, creativity, and real-world application.

Attendance and Engagement

Chronic absenteeism data provides additional context for instructional engagement. Although the district's overall rate decreased from 14.4% in 2023–24 to 11.7% in 2024–25, some student groups continue to experience higher rates of absenteeism. Increasing instructional relevance through effective technology integration is one strategy to improve student engagement and attendance.

Parent Perceptions

Parent feedback from the LCAP and OVSD survey indicates a slight decline in the percentage of families who strongly agree that their child is receiving a high-quality education. Families have expressed interest in more engaging and innovative instructional practices, reinforcing the need for purposeful use of technology to enhance teaching and learning.

Summary of Identified Needs

Based on these indicators, the District identified a need to:

Increase effective integration of technology to support student engagement and instructional relevance.
Expand opportunities for student voice, collaboration, and creativity through digital tools.
Strengthen staff capacity to use technology to support high-quality, standards-aligned instruction.

These findings inform the District's planning for Title IV, Part A and will guide the implementation of activities focused on improving the effective use of technology to support student learning and engagement.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Based on analysis of student engagement, attendance, and instructional data, Ocean View School District will use Title IV, Part A funds to support the effective use of technology to enhance teaching and learning. These activities are designed to increase student engagement, improve instructional relevance, and strengthen academic outcomes through purposeful integration of digital tools.

A primary focus of Title IV-funded activities is building staff capacity to use technology effectively in instruction. A program Specialist will provide professional learning and job-embedded coaching to support teachers in integrating technology into classroom practices. This includes strategies that promote student collaboration, inquiry-based learning, differentiation, and opportunities for student voice and engagement.

Technology integration will be aligned with key district initiatives, including AVID, writing, iReady, early learning, and the use of Artificial Intelligence (AI) to support instruction. Through these efforts, teachers will be supported in designing meaningful learning experiences that connect academic content to real-world applications and increase student participation.

In addition, the District will continue implementation of a computer-based reading screener (Amira) to support early identification of student needs in foundational literacy. This tool provides real-time data to inform instruction, monitor student progress, and support targeted interventions, particularly in the primary grades.

The curriculum specialist will also collaborate with site leaders to model effective instructional practices and support ongoing implementation of technology-enhanced learning strategies. These efforts will focus on ensuring that technology is used to improve instruction and student outcomes, rather than solely for access.

While all schools will benefit from these supports, targeted efforts will focus on upper elementary and middle school grades, where data indicates a greater need for increased engagement and instructional relevance.

Consistent with ESSA requirements, Title IV funds will primarily support professional development and instructional practices related to technology use. Any technology purchases will be limited and aligned with program goals, ensuring that no more than 15 percent of funds are used for technology infrastructure.

Through these activities, Ocean View School District will strengthen the effective use of technology to support high-quality instruction, increase student engagement, and improve academic achievement.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Ocean View School District will evaluate the effectiveness of Title IV, Part A-funded activities supporting the effective use of technology through multiple measures related to student engagement, instructional practices, and stakeholder feedback. These indicators will inform continuous improvement and future program planning.

Attendance and Engagement will be monitored using CALPADS-reported data, including chronic absenteeism and distribution across attendance bands:

5% or less days absent

5% to 10% days absent

10% to 20% days absent

More than 20% days absent

These data provide an indirect measure of student engagement and connection to learning, particularly in relation to technology-enhanced instructional practices.

Student Perceptions of Instruction will be evaluated using the Ocean View School District Student Climate Survey. Key items related to interest in classroom activities, opportunities for student voice, and engagement in learning will be analyzed to determine the impact of technology integration on the student experience.

Parent Feedback will be gathered through the annual LCAP Parent Survey. Indicators related to instructional quality, student interest in learning, and overall school experience will be reviewed to assess how technology-supported instruction is impacting student learning from the family perspective.

Instructional Implementation and Use of Technology will be monitored through:

Feedback from professional development sessions and coaching cycles

Observations and collaboration with site leaders regarding classroom implementation

Review of usage and progress monitoring data from instructional tools, including the Amira reading screener

These measures will help determine the extent to which technology is being used effectively to support instruction, differentiation, and student learning.

All data will be reviewed annually as part of the District's continuous improvement cycle. The Educational Services team will analyze results in collaboration with site administrators to evaluate the effectiveness of current strategies and determine necessary adjustments, including refinement of professional development, instructional practices, and future Title IV funding priorities.

This evaluation process ensures that technology-related activities remain focused on improving instruction, increasing student engagement, and supporting academic achievement.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Spring 2025. The Title IV needs assessment is conducted at least once every three years and updated annually through the LCAP and SPSA development process.

Title IV, Part A Program
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